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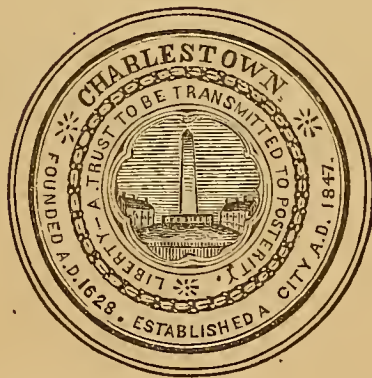


ANNUAL REPORT  
OF THE  
SCHOOL COMMITTEE

OF THE  
CITY OF CHARLESTOWN,

WITH THE  
Reports of the Superintendent of Public Schools,

FOR THE YEAR 1871.



CHARLESTOWN:  
PRINTED AT THE CHRONICLE OFFICE, 30 MAIN STREET.  
1872.



CITY OF CHARLESTOWN.

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IN SCHOOL COMMITTEE, September 21, 1871.

MESSRS. FINNEY, CUTTER, and MARDEN were appointed a Committee to prepare the Annual Report.

Attest:

F. A. DOWNING,  
*Secretary.*

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IN SCHOOL COMMITTEE, December 21, 1871.

MR. FINNEY presented the Annual Report of the School Committee for the current year: it was ordered that eight hundred copies, with the Reports of the Superintendent, be printed for distribution.

Attest:

F. A. DOWNING,  
*Secretary.*

# SCHOOL COMMITTEE.

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1871.

WILLIAM H. KENT, MAYOR, *ex officio*.

JOHN B. NORTON, PRES. OF THE COMMON COUNCIL, *ex officio*.

WARD 1. — William Peirce, A. E. Cutter, John G. Dearborn,  
Wm. R. Bradford, Charles E. Sweney, Henry R. Sibley.

WARD 2. — John Sanborn, Nahum Chapin, L. P. Crown, S. S.  
Blanchard, Charles F. Smith, Liverus Hull.

WARD 3. — Geo. W. Gardner, Wm. H. Finney, John Turner,  
Charles E. Daniels, A. J. Bailey, Geo. H. Marden.

1872.

WILLIAM H. KENT, MAYOR, *ex officio*.

JOSEPH W. HILL, PRES. OF THE COMMON COUNCIL, *ex officio*.

WARD 1. — A. E. Cutter, Charles E. Sweney, Wm. R. Brad-  
ford, James A. McDonald, James S. Murphy, James F. South-  
worth.

WARD 2. — John Sanborn, Nahum Chapin, L. P. Crown, S. S.  
Blanchard, Charles F. Smith, Wm. H. Finney.

WARD 3. — Geo. W. Gardner, John Turner, Charles E. Daniels,  
A. J. Bailey, Geo. H. Marden, A. O. Lindsey.



# REPORT.

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THE School Committee of Charlestown submit the following as their Annual Report for 1871.

## FINANCES.

In the Report for 1870 it was estimated that at the close of the financial year there would remain about \$8,000 of the amount appropriated by the City Council for support of schools. The actual balance on the 1st March, 1871, was \$8,688.58, — the appropriations being \$106,557.42, and the expenses amounting to \$97,868.84.

The expenses for the financial year of 1871-2 have thus far (to Jan. 1, 1872) amounted to \$87,853.17. The appropriation for the year was \$109,300. It is expected that the appropriation will be sufficient to meet the expenses.

The report of the Treasurer in relation to the Trust Fund of \$5,600, the income of which is applicable to the support of schools, is annexed hereto.

## SALARIES OF TEACHERS.

Principal of High School	.	.	.	.	.	\$2,500 00
Master of English Department High School	.	.	.	.	.	2,200 00
Submaster	.	.	.	"	"	1,600 00
First Assistant	.	.	.	"	"	900 00

Three Assistants . . .	High School, each	\$700 00
Principals of Grammar Schools . . .	each	2,100 00
Submasters . “ “ . . .	“ .	1,600 00
Head Assistants “ “ . . .	“ .	775 00
Assistants . “ “ . in 3d Classes “ .		650 00
“ in Grammar Schools, and } teachers in Primary Schools	1st year each	575 00
	} after “ “ each	625 00
Teachers of Intermediate Schools . . .	each	700 00
Music Teacher . . . . .		1,000 00
Drawing Master . . . . .		2,000 00

The year has been one of general prosperity as regards the educational interests of our city, and our schools have, in great measure, met the just expectations of our citizens. It gives us pleasure to testify to the courtesy, ability, and zeal exhibited by the superintendent since he commenced his labors in this city. Bringing to his work long and varied experience in teaching and government, he enjoys the confidence of all the teachers, and is thus enabled to work through them and with them towards a high standard of excellence. His labors have been, and now are, specially directed against a narrow and merely technical instruction, — that which relies wholly upon the text-book, or appertains to memory exclusively.

We are happy to bear testimony also to the ability and faithfulness of most of the teachers. They have generally been quick and zealous in their co-operation with the superintendent for the advancement of the schools. Although no violent changes have been made, we believe there has been a decided improvement in the methods of discipline, a general advance

among the teachers in their appreciation of the best methods of instruction, and a less rigid adherence to old forms merely because they are old.

We have to record the death during the year of Miss Frances M. Read, a well-beloved and esteemed teacher, who had been most of the time for fifteen years connected with the High School; also the death of Mrs. V. A. M. Cutler, formerly Miss Dadley, who was for many years connected with the Warren School, and who served with great fidelity and acceptance, until obliged to resign by reason of failing health.

It will be seen by the table of salaries of teachers that the rates are in some instances considerably in advance of the salaries previously paid. It is the conviction of the Committee, that, while the strictest economy should be exercised in the management of the schools, the true policy to be pursued is to offer sufficient inducement for the ablest and most efficient teachers. The result has thus far been beneficial, there having been fewer changes of teachers during the year than usual. Should this policy be continued, and should the Committee persistently refuse to retain the services of incompetent or unsuccessful teachers, increased efficiency would, no doubt, be manifested in our schools.

By reference to the reports of the superintendent, a good understanding can be obtained of the progress and present condition of our schools, derived from direct personal knowledge. But we desire to call especial attention to some of the subjects treated of

therein, which seem to demand, by their importance, such emphasis as we may be able to give.

#### APPOINTMENT OF TEACHERS.

It sometimes requires considerable firmness to resist the solicitations of the active and influential friends of an applicant, who may perhaps be a graduate of our High School, or whose father pays taxes, or whose pecuniary circumstances appeal to our sympathies, but who is by no means qualified for the important and responsible position of teacher. But we are chosen to look after the welfare of the schools, and we shall be false to our trusts if we allow personal, social, political, or sectarian motives to influence us to appoint incompetent teachers. A thorough preparation for the work should be demanded as a requisite for appointment. As the superintendent remarks, the salaries now paid are sufficient to command the services of experienced and qualified teachers. They are also sufficient to induce those who aspire to so important a position as that of teacher, to spend the necessary time in professional training. Of course, residents of our own city, if qualified, should have the preference in appointments. The subject of a "Training" or Normal School has occupied the attention of a previous board, but there have been some obstacles in the way of its establishment in this city. Until it is found practicable to establish such a school, it is recommended that such of our residents as desire to receive appointments as teachers, and possess the *natural* qualifications, but



have had no experience, should avail themselves of the State Normal Schools.

#### EVENING SCHOOLS.

Four of these schools were in operation during last winter,—two for males, and two for females. The schools for males were each under the charge of a master and female assistant. Those for females were wholly under the charge of female teachers. The Committee having special superintendence of these schools report the following statistical information: In the school for females at the Winthrop School-house, there were twenty-one scholars eighteen years old and upwards, one twenty-eight, and two twenty-seven years. The average age in this school was seventeen and one-half years. Of the fifty-four scholars belonging, twenty-four were at service performing "house-work," eighteen lived at home, three worked at sewing, three in a net factory, and six did not give their occupation. In the female school at "the Neck," there were sixteen scholars of eighteen years of age and upwards, one thirty-one, one twenty-eight, and two twenty-five years old. The average age was eighteen years. The occupations of scholars in this school were not recorded. In the two male schools, numbering one hundred and eighty-four scholars, the average age was sixteen and three-fourths years.

Occupations divided as follows:—

At trades, eighty-four; errand boys, twenty-five; in stores, nineteen; driving teams, six; driving milk

carts, four; cash boys, sixteen; peddlers, three; waiters, three; at work in gas house, two; watchman, one; farmer, one; no business, seventeen.

The Committee say, "The greatest drawback to the benefits to be derived from evening schools, is irregular attendance. There is improvement, however, in this respect over the previous year. The teachers have been zealous and attentive, and there has been a good degree of progress manifest on the part of those scholars who have been regular in attendance. Diplomas, signed by the superintendent and Committee, were granted to deserving pupils."

The whole expense of carrying on the evening schools, exclusive of the mechanical drawing schools, was about five hundred and fifty dollars, or about two dollars for each scholar.

The same number of schools, under the same general arrangements, have been established the present season with good prospects of success.

#### EVENING MECHANICAL DRAWING SCHOOLS.

In the report for 1870, reference was made to the establishment of these schools under the direction of the Committee on Evening Schools. This Committee selected Mr. Lucas Baker for the position of teacher. An assistant was afterwards found to be requisite to give the necessary individual instruction to so large a number as attended these schools, and Mr. Bradford H. Locke, of this city, was selected for that position. The Committee in their report to the Board speak in high terms of the teacher for his abil-

ity and aptness in imparting instruction. The assistant also gave satisfaction. The Committee say, "The whole matter was so new, and the time given to organize the school so short, that at first the progress was somewhat retarded by want of method," but after a short time the schools were very successful. "It was soon found that a very general interest was felt in the subject in our community, especially with those engaged in industrial pursuits. The whole number after a few evenings of work was one hundred and fifty-four. The average attendance was ninety-six. The average age of the pupils was twenty-six years. Their occupations are recorded as follows: machinists, fifty-five; carpenters and joiners, twenty-six; clerks, twenty; no business, six; carvers, four; engineers, four; pattern makers, three; sail-makers, three; boiler makers, three; scholars, two; hatmakers, two; blacksmiths, two; paper hangers, two; masons, two; painters, two; teamsters, two; boatbuilders, two; artist, printer, gilder, undertaker, piano maker, razor-strop maker, photographer, polisher, paper-carrier, milkman, stonecutter, wood engraver, and office boy, one each. Drawing-boards, squares, and paper were furnished the pupils at the expense of the city. All the other instruments were furnished by the scholars. Some of the work performed is highly creditable, and a large part of it commendable."

At the commencement of the present municipal year, a standing Committee on Drawing was appointed, under whose direction the Evening Drawing

Schools have been continued the present season, consisting of two classes, one composed mostly of those who attended last year, called the advanced class, and one for beginners. Each class meets two evenings a week. We are glad to say that in the "elementary" class there are a number of ladies attending, most of them teachers in our public schools.

#### DRAWING.

Although drawing has been nominally taught in our schools for a number of years, but very little has been accomplished previous to this year. The teachers apparently took but little interest in the subject, seeming to regard the study as of little account, imposed upon them through some unaccountable whim of the School Committee. The time devoted to the study was thought by many to be so much time wasted, or taken from more important studies. Of course the interest on the part of the scholars was proportionately small. Thus the object for which this study was introduced, was defeated, not from any wilful negligence on the part of teachers, but because its utility was not appreciated. During the past year a great change has taken place in the sentiment of teachers on this subject, and the effect is seen in the quality of work performed in our schools. On the first of March an engagement was made with Mr. Lucas Baker, by which he was to have the entire superintendence of drawing in our public schools. His time since then has been occupied by giving instruction in the Grammar and High schools, and



by giving lessons to the teachers of all the schools. It is designed that the teachers shall teach this branch under the supervision of the drawing master. We are happy to say there is now a very general disposition to co-operate in the work. Most of the teachers have given the plan their hearty support, and have gone to work to lay a sure foundation for future progress. Those pupils whose teachers have faithfully performed their duties have made rapid progress and are now in a good condition to advance understandingly.

It should be a part of our system of education to educate the hand as well as the head. The scholar should acquire the power of representing upon paper anything that he wishes to describe. This every scholar can do, if with a fixed purpose, and the necessary guidance, he will make the needed exertion. If the scholars see their teacher stand at the blackboard, and draw with spirit and energy, their own fingers will follow hers by a spontaneous movement. The agency that produces this result is a ready hand and a willing heart on the part of the teacher to guide the efforts of the scholars. While we do not expect to make "artists" of all the scholars in our schools, we do expect that they will obtain at least such a knowledge of drawing as will enable them to understand the working plans of a building or a machine. Education in this, as in other branches, pays for itself. Drawing, as a useful art, should be made universal. The mechanical skill of the artisan is greatly enhanced by a knowledge of the art of drawing. The

engineer, the architect, the carpenter, the smith, the machinist, — in fact, every mechanic needs it, if he expects to become a master of his business. It is said that nine-tenths of our workmen cannot read a working drawing so as to work from it. If the master or foreman is able to make accurate sketches or working drawings, and the workmen are able to read them so as to work by them, the value of their labor is much increased.

Pupils should not be taught merely to copy pictures, but should practise on simple copies, gradually increasing in difficulty, until the eye is educated to judge of forms and distances with accuracy, and the muscle is taught to obey the will.

Drawing demands thinking, and gives discipline to the perceptive and imaginative faculties, if it be taught by one who knows how to call these qualities into action. The minds of our pupils, we fear, are more likely to be dulled than brightened by the usual routine of daily duties in some school-rooms; and such studies as drawing and music, while relieving the tediousness of drill in arithmetic, grammar, or geography, and imparting new zest even for those studies which are termed the most useful, serve to cultivate some of the most important faculties of the mind, and are themselves of as much practical utility as the gibberish which is to be found in the textbooks of grammar and geography. Indeed, were it not for fear of shocking some few of our teachers, we should assert that a knowledge of drawing and music is of *more* practical importance than a knowl-

edge of all the "rules" and "exceptions" in grammar, or of the names of all the towns, rivers, and capes in the Chinese empire.

#### MUSIC.

This important branch of education has been as successfully taught in the high and grammar schools as the means placed at the disposal of the teacher will allow. We cheerfully concur in the superintendent's commendation of Mr. Mason, the music teacher. But much more could be accomplished in this department under different arrangements by the Committee. Under the present arrangement, the scholars in the schools we have mentioned receive instruction in music about an hour each week. It must be evident that, with three hundred or three hundred and fifty pupils of different ages, and belonging to various classes, congregated in one room, the teacher must work under great disadvantages, and the instruction must be much diluted to meet the capacity of each pupil. The primary and intermediate schools are left entirely without instruction in elementary music. It is true that in most of these schools, singing by rote is professedly taught, and in some cases very satisfactorily, but in many the performances can hardly be dignified by the name of music.

Experience in Boston and other cities and towns in the State has demonstrated the practicability of elementary instruction in primary, as well as grammar and high schools; and this, too, at but little more

expense than is incurred by our present system. No additional professional teacher of music will be required to attain such a result in this city. In August, 1870, the City of Boston employed only six professional teachers for 32,293 pupils. The chairman of the Committee on Music of the Boston schools, in an address before the American Social Science Association, in April, 1871, declares that music "can be taught as universally and as effectually as reading, writing, geography, or arithmetic"; and, for proof, refers to the results obtained in the schools of Boston and other cities. He also asserts that "it can be taught as economically as the other branches." The plan under which such results are attained, is simply this: by means of charts prepared for the purpose, the teachers in the public schools are able to give most of the instruction under the general direction of the professional teacher. From the address referred to we learn that "it requires no special musical ability or previous training" on the part of the regular teachers. "An *aptness to teach* only is necessary, and any person who is fitted in other respects to hold the responsible position as teacher in a public school, has the ability to learn in a very short time (under the direction of a competent professional head) how to teach the elements of music as well as the other studies required in our common schools. Nor is it necessary that the teacher should be able to sing, in order to be successful in this branch of study, though of course it is an aid." By the system pursued in these cities, a comparatively



small portion of time is required, —five or ten minutes in each session is all that is necessary for primary schools and lower classes in the grammar schools, and no more time in the upper classes than is now devoted to the study.

We take it for granted that the benefits of musical instruction are generally acknowledged in the community,—certain it is that the best educators are agreed that its beneficial effects are manifested in many ways. The plan here suggested has recently been brought to the attention of the Committee, and we have no doubt favorable action will soon follow.

#### SCHOOL ACCOMMODATIONS.

The new Harvard School-house, situated on Bow street, opposite Richmond street, is nearly completed. This elegant and commodious building is arranged on a different plan from that of either of the other school-houses in the city, possessing advantages, it is claimed, in many respects.

It was hoped that it would be completed in season for dedication during the present year; but this being impracticable, it is now thought that it will be ready for occupation early the coming year. A detailed description of the building will appropriately appear in the next annual report.

With the completion of this structure, the High School and four of the Grammar Schools will be provided with elegant, commodious, and costly school-houses, nearly all erected within a few years.

While cheerfully acknowledging the generosity of

the city in providing within a comparatively short time such elegant and well appointed school-houses, at so large an expense, it is our duty to call the attention of the city government and the citizens to the wants of that portion of the city embraced in the Winthrop School district. This subject has been repeatedly referred to in former reports, and in communications to the City Council. For a number of years, the various sub-committees on the Winthrop School have strenuously urged the building of a new school-house for this district. Previous to the decision of the city government to build a new house for the Harvard School, it was a question in the Board of School Committee, which school should receive the first attention. It was finally determined to recommend a new building for the Harvard at that time, with the implied understanding that the needs of the Winthrop should immediately afterwards receive due consideration.

Probably the location and arrangement of the Winthrop School-house were satisfactory at the time the building was erected. But the change of circumstances since has rendered them unsuitable and inconvenient. Without enumerating all of the inconveniences and annoyances which are complained of by teachers and scholars, it may be sufficient to mention the following: The increase of travel on the streets on which the building is located is so great as to disturb very much the operations of the school. The number of scholars is so much greater than the building was intended to accommodate, that it has

been found necessary, for several years, to occupy the basement, which was originally used for a ward room. The rooms in the basement are utterly unfit for school purposes, being damp, poorly ventilated, and badly arranged. The rooms in the upper part of the building consist of two large halls and a number of very small recitation-rooms. This arrangement, at the best, is attended with many inconveniences, and has been discarded in all the other school-houses in the city, and by other cities and towns in the erection of new buildings. The disadvantages of the original plan have been much increased by the increase of scholars, making the task of discipline in the large halls much more difficult, and rendering the recitation-rooms inadequate to accommodate an entire class at one time. These rooms are poorly lighted and badly ventilated. Want of clothes-rooms is a source of annoyance and discomfort. The proximity of the out-buildings makes them a great nuisance. Under these circumstances, the same results ought not to be expected as in more favored schools. The citizens of this section, as a matter of justice, are entitled to all the advantages enjoyed by the residents of other portions of the city. After suitable provision for this school, we may congratulate ourselves that we possess ample accommodations for Grammar Schools for a long time to come. If it be objected that it is unnecessary to provide to such an extent at this time for prospective wants, we reply that while supplying our immediate necessities, it is true economy to have an eye to the future. If the

"prospective wants" had been fully appreciated and provided for when the Howard and Winthrop School-houses were built, the necessity for new buildings for those schools would not now exist.

The Committee therefore recommend that land be purchased immediately, with a view to the erection of a first-class grammar school-house as soon as practicable.

In regard to accommodations for primary schools, although in some districts the schools are crowded, it is thought that by re-districting, the pressure may be relieved for the present. If the city should determine to sell the old Harvard School-house, it will be necessary to provide new accommodations for the schools now meeting there. If it be determined to retain the building for these schools, it will be necessary that some changes be made in it to adapt it to the purpose.

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It may not be uninteresting to compare our present schools and school-houses with those of the past, as recorded in the old town records. We have accordingly made a few extracts from "Frothingham's History of Charlestown."

#### THE FIRST SCHOOL.

" ' June 3, 1636, Mr. William Witherell was agreed with to keep a school for a twelve month, to begin the eighth day of August, and to have forty pounds this year.' This simple record is evidence of one of the most honorable facts of the time, namely, that a public school, and judging from the salary, a free school, at least for this 'twelve month,' was thus early established here; and on



the principle of voluntary taxation. It may be worth while to remember also that this date is eleven years prior to the so often quoted law of Massachusetts, compelling the towns to maintain schools."

#### THE FIRST SCHOOL-HOUSE.

"There is no notice of a school-house until 1648, when one was ordered to be built on Windmill Hill, and paid for by a general rate."

#### THE FIRST HIGH SCHOOL.

In "1671, Benj. Thompson, a celebrated teacher, was engaged by the Selectmen to keep school in town upon the following terms:

"1. That he shall be paid £30 per annum by the town, and to receive 20 shillings a year from each particular scholar that he shall teach.

"2. That he shall prepare such youth as are capable of it, for college with learning answerable.

"3. That he shall teach to read, write and cypher."

#### A SCHOOL-HOUSE OF OLDEN TIME.

A school-house was built in 1682.

"The house was 'twelve feet square and eight feet stud, with joints with a flattish roof, and a turret for the bell, and likewise a mantel-tree of twelve feet long.' The expense for carpenter work was £13. The masons were to 'build up chimneys and underpin the house, and to ceil the walls with clay and brick, and to point the roof with lime for £5.'"

#### THE FIRST SCHOOL COMMITTEE.

"1712. The teacher having requested that regulations might be made about the town school, it was voted, 'That whereas the school being thronged with so many small children that are not able to spell or read, as they ought to do, by reason of which Latin scholars, writers and cypherers cannot be duly attended to and instructed as they ought to be,' Capt. Samuel Phipps and Mr. Jonathan Dowse were chosen 'inspectors and regulators of that matter.'"

## THE FIRST INDUSTRIAL SCHOOL.

“1754. The town voted March 4th ‘that the old town house be improved for a spinning school’; and the sum of fifty pounds to repair the same.”

We have thus seen from what small beginnings our present extended and successful system of education has sprung. But it is well to remember that these apparently small things were in reality as large at least, for them, in proportion to their needs and means, as our varied appliances and expenses are for us under our circumstances.

The citizens of Charlestown have been distinguished for their liberal spirit and enlightened policy with regard to public education. While awarding the meed of praise to our predecessors, it becomes us to remember that each generation has its own needs and its own work to do. With the change of circumstances, new duties and responsibilities devolve upon us. While providing liberally for all the accessories, such as costly school-houses, apparatus, etc., let us not lose sight of the fact that there are only the improved means by which improved results are to be attained. It is well also for us to remember that education does not consist, merely or primarily, in the communication of knowledge, — it includes a discipline of the mind, and a development of its faculties. Our success must be measured, in a great degree, by such discipline and the number of faculties we improve. Above all, our schools should be

fostered and governed with an eye to good morals. Virtue and knowledge should be mutually joined, and then will the foundations be laid upon which may be safely placed the responsibilities and duties of citizenship.

Respectfully submitted on behalf of the Board,

WM. H. FINNEY,	}	<i>Committee.</i>
ABRAM E. CUTTER,		
GEO. H. MARDEN,		

Dr. WILLIAM H. FINNEY, TREASURER, IN ACCOUNT WITH THE TRUSTEES OF CHARLESTOWN FREE SCHOOLS. Cr.

1871.			
Jan.	1.	To balance . . . . .	\$814.77
		“ cash for interest on City Notes . . .	336.00
		“ “ received of non-resident pupil for tuition in Mechanical Drawing School . . . . .	10.00
Feb.	28.	By cash paid Thomas A. Upham for re- pairing apparatus . . . . .	153.80
“	“	By cash paid J. T. Brown for chemicals and apparatus . . . . .	30.51
March	1.	By cash paid A. P. Gage for chemicals and apparatus . . . . .	21.74
May	1.	By cash paid E. S. Ritchie & Sons for apparatus . . . . .	99.68
July	9.	By cash paid T. A. Upham for repairing apparatus . . . . .	43.50
Oct.	7.	By cash paid Stedman, Brown & Lyon, Atlases of Massachusetts . . . . .	60.00
“	13.	By cash paid A. E. Cutter & Co., Books for High School . . . . .	40.50
Dec.		By balance to new account, of which \$400 is on deposit in Charlestown Five Cents Savings Bank . . . . .	607.99
			<u>\$1,160.77</u>
To balance . . . . .			<u>607.99</u>

We, the undersigned, hereby certify that we have examined the above account, and find the items therein contained properly vouched for, and the balance as above stated, \$607.99.

GEO. H. MARDEN, }  
LIVERUS HULL, } *Finance Committee.*  
C. F. SMITH, }

CHARLESTOWN, December 29, 1871.

# ORGANIZATION

## OF THE

### SCHOOL COMMITTEE.

---

WILLIAM H. KENT, *Chairman.*

F. A. DOWNING, *Secretary.*

WILLIAM H. FINNEY, *Treasurer.*

ABIJAH BLANCHARD, *Messenger.*

BENJ. F. TWEED, *Superintendent of Schools.*

#### STANDING COMMITTEES.

##### ON FINANCE.

GEO. H. MARDEN, CHAS. F. SMITH, LIVERUS HULL.

##### ON BOOKS.

G. W. GARDNER, WM. H. FINNEY, JOHN G. DEARBORN.

##### ON MUSIC.

S. S. BLANCHARD, JOHN TURNER, CHAS. E. SWENEY.

##### ON DRAWING.

GEO. H. MARDEN, WM. PEIRCE, WM. H. FINNEY,  
HENRY R. SIBLEY.

##### EXAMINATION OF TEACHERS.

G. W. GARDNER, WM. H. FINNEY, CHAS. F. SMITH,  
NAHUM CHAPIN, WM. PEIRCE.

##### ON PRINTING.

NAHUM CHAPIN, WM. PEIRCE, A. E. CUTTER.

##### ON FUEL.

WM. R. BRADFORD, JOHN SANBORN.

##### ON EVENING SCHOOLS.

A. E. CUTTER, WM. H. FINNEY, NAHUM CHAPIN,  
H. R. SIBLEY, C. E. DANIELS, LIVERUS HULL.



## ORGANIZATION OF THE SCHOOLS.

### HIGH SCHOOL.

*Committee.* — Geo. W. Gardner, A. E. Cutter, John G. Dearborn, A. J. Bailey, Liverus Hull.

*Teachers.* — Caleb Emery, Principal; Alfred P. Gage, Master of the English Department; Geo. W. Drew, Sub-Master; Katharine Whitney, Dora C. Chamberlain, Frances M. Read, Mary L. Coombs, Assistant Teachers.

### GRAMMAR SCHOOLS.

#### BUNKER-HILL SCHOOL.

*Committee.* — Chas. E. Daniels, Geo. H. Marden, Wm. R. Bradford.

*Teachers.* — Charles G. Pope, Principal; Henry F. Sears, Sub-Master; Abby F. Crocker, Head Assistant; Mary A. Eaton, Emily M. Warren, Martha Blood, Katie C. Thompson, Lucy E. Howe, Georgia A. Smith, Abbie P. Josselyn, Angelia M. Knowles, Lydia S. Jones, Mary S. Thomas, Ida O. Hurd, Emma S. Randlett, Anna M. Prescott, Assistant Teachers.

#### WARREN SCHOOL.

*Committee.* — Wm. H. Finney, A. E. Cutter, S. S. Blanchard, John G. Dearborn.

*Teachers.* — Geo. Swan, Principal; E. B. Gay, Sub-Master; Sarah M. Chandler, Head Assistant; Annie D. Dalton, Margaret W. Veazie, Elizabeth Swords, Frances L. Dodge, Anna S. Osgood, Georgeanna Hamlen, Abbie E. Holt, Ellen A. Pratt, Julia A. Worcester, Abby C. Lewis, Maria L. Bolan, Alice Hall, Assistant Teachers.

## PRESCOTT SCHOOL.

*Committee.* — Chas. F. Smith, A. J. Bailey, Lyman P. Crown.

*Teachers.* — Geo. T. Littlefield, Principal; Samuel J. Bullock, Sub-Master; Mary G. Prichard, Head Assistant; Martha M. Kenrick, Mary C. Sawyer, Julia C. Powers, Elizabeth J. Farnsworth, Ellen C. Dickinson, Lydia A. Sears, Georgie T. Sawyer, Frances A. Craigen, Assistant Teachers.

## WINTHROP SCHOOL.

*Committee.* — Nahum Chapin, John Sanborn, Henry R. Sibley.

*Teachers.* — Caleb Murdock, Principal; William B. Atwood, Sub-Master; Loretta F. Knight, Head Assistant; Bial W. Willard, Harriet E. Frye, Mary F. Goldthwaite, Arabella P. Moulton, Sara H. Nowell, Abbie M. Clark, Ellen R. Stone, Elsie A. Woodward, Jennie E. Tobey, Ellen A. Chapin, Assistant Teachers.

## HARVARD SCHOOL.

*Committee.* — William Peirce, John Turner, Liverus Hull, Chas. E. Sweney.

*Teachers.* — Warren E. Eaton, Principal; Darius Hadley, Sub-Master; Abbie B. Tufts, Head Assistant; Ann E. Weston, Lois A. Rankin, Fanny B. Hall, Fidelia L. Howard, Susan H. Williams, Emma F. Thomas, Assistant Teachers.

## INTERMEDIATE SCHOOLS.

No. 1. — *Sub-Committee*, Wm. Peirce. No. 2. — John Turner. No. 3. — John Sanborn.

No. 1. — *Teacher*, Lucy M. Small. No. 2. — Anna R. Stearns. No. 3. — Caroline M. Sisson.

## PRIMARY SCHOOLS.

## District No. 1.

<i>No. Sch'l.</i>	<i>Teacher.</i>	<i>Location.</i>	<i>Committee.</i>
1	Helen G. Turner . . . .	Haverhill street . . . . .	} Geo. H. Marden. Charles E. Daniels, Geo. W. Gardner.
2	Effie G. Hazen . . . . .	Cor. Charles & Bunker Hill sts.	
3	Elizabeth B. Norton . .	" "	
4	Lilla Barnard . . . . .	" "	
5	Mary H. Humphrey . .	" "	
6	Ella Worth . . . . .	" "	
7	Martha B. Stevens . .	" "	
8	Sarah A. Atwood . . . .	" "	
9	S. Josephine Chase . . .	" "	

## District No. 2.

10	M. Josephine Smith . .	Mead street . . . . .	} A. J. Bailey, Wm. H. Finney.
11	Elizabeth W. Yeaton . .	" " . . . . .	
12	Abbie P. Richardson . .	" " . . . . .	
13	Melissa J. A. Conley . .	" " . . . . .	

## District No. 3.

14	Jennie D. Smith . . . .	Sullivan street . . . . .	} John Turner, Charles F. Smith, Lyman P. Crown.
15	Frances M. Lane . . . .	" " . . . . .	
16	Ellen Hadley . . . . .	Medford " . . . . .	
17	Mary A. Blanchard . . .	Cross " . . . . .	
18	Carrie E. Osgood . . . .	" " . . . . .	
38	Mary F. Richards . . . .	Medford " . . . . .	

## District No. 4.

19	Martha Yeaton . . . . .	Bunker Hill street . . . . .	} John Sanborn, Nahum Chapin, Wm. R. Bradford.
20	Mary P. Swain . . . . .	" " . . . . .	
21	Persis M. Whittemore . .	Moulton street . . . . .	
22	Frances B. Butts . . . .	" " . . . . .	
23	Louisa W. Huntress . .	Harvard Chapel . . . . .	
24	Marietta F. Allen . . . .	" " . . . . .	
24	Carrie C. Smith . . . . .	Moulton street . . . . .	

## District No. 5.

25	Louisa A. Pratt . . . . .	Common street . . . . .	} S. S. Blanchard, John G. Dearborn, Wm. R. Bradford.
26	Elizabeth A. Prichard . .	" " . . . . .	
27	Elizabeth R. Brower . .	" " . . . . .	
28	Catherine C. Brower . .	" " . . . . .	
29	Mary F. Kittredge . . .	" " . . . . .	
30	Effie A. Kettell . . . . .	" " . . . . .	
31	Matilda Gilman . . . . .	Soley " . . . . .	

## District No. 6.

32	Ellen M. Armstead . . .	Bow street . . . . .	} A. E. Cutter, C. E. Sweney, H. R. Sibley.
33	Elizabeth F. Doane . . .	" " . . . . .	
34	Sarah E. Smith . . . . .	" " . . . . .	
	Lucy M. Soule . . . . .	" " . . . . .	
35	Charlotte M. W. Tilden .	" " . . . . .	
36	Carrie A. Rea . . . . .	Richmond street . . . . .	
37	Frances A. Foster . . . .	" " . . . . .	



## SECOND REPORT OF SUPERINTENDENT.

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GENTLEMEN,—In submitting my Second Semi-Annual Report, for the term commencing September, 1870, and ending February 28, 1871, I would respectfully call attention to the following statistics, which may be of service in showing the condition of our schools in respect of numbers, regularity of attendance, etc.:—

Population of the city . . . . .	28,416
Number of children in Charlestown between five and fifteen years of age, May 1, 1870 . . . . .	6,081
Number of different pupils in all the day schools during the term ending Feb. 28, 1871 (about) . . . . .	6,133
Average number of pupils in all the day schools during the term . . . . .	5,016
Average attendance in all the day schools during the term . . . . .	4,546
Percentage of attendance . . . . .	.906
Average number of pupils to a teacher in all the day schools . . . . .	44.7
Ratio of average number of pupils to the whole population . . . . .	.176
Ratio of average number of pupils to the school population . . . . .	.82

By a comparison of these general statistics with those of other cities and towns, it will be seen that

Charlestown, in these regards, has no cause of complaint. Thus, the ratio of our average number of pupils to the school population is six per cent greater than that of Boston (.82 to .76), and to the whole population, is three and six-tenths per cent greater (.176 to .14).

Mr. Philbrick, the able Superintendent of the Boston schools, says in his report, that "no other large city in the country can show so high a percentage of its school population in attendance at school as Boston," and infers that no other large city has a system of schools which so nearly meets the wants of all classes of its citizens.

The fact that Charlestown is not a large city does not, I suppose, invalidate the reasoning, and if not, the comparison must be regarded as very creditable to our schools.

The average number in the High School, during the term,	221.71
“ “ attendance “ “ “ “ “ “	214.4
Per cent of “ . . . . .	.967
Number of pupils to a teacher . . . . .	31.8
The average number in the Grammar Schools during the term . . . . .	2,660
The average attendance in the Grammar Schools during the term . . . . .	2,525
Per cent of attendance . . . . .	.949
Number of pupils to a teacher, . . . . .	45
The average number in the Intermediate Schools .	168
“ “ attendance “ “ “ . .	141
Per cent of “ . . . . .	.84
Number of pupils to a teacher . . . . .	56

The average number in the Primary Schools	.	.	1,967
“ “ attendance “ “ “	.	.	1,665
Per cent of “	.	.	.846
Number of pupils to a teacher	.	.	55.5
The average number in the Bunker Hill School	.	.	719.9
“ “ “ “ Warren “	.	.	661.
“ “ “ “ Prescott “	.	.	482.
“ “ “ “ Winthrop “	.	.	475.6
“ “ “ “ Harvard “	.	.	321.3
“ “ attendance in the Bunker Hill “	.	.	685.
“ “ “ “ Warren “	.	.	621.
“ “ “ “ Prescott “	.	.	460.
“ “ “ “ Winthrop “	.	.	453.16
“ “ “ “ Harvard “	.	.	306.2
Per cent of “ “ Bunker Hill “	.	.	.951
“ “ “ “ Warren “	.	.	.939
“ “ “ “ Prescott “	.	.	.954
“ “ “ “ Winthrop “	.	.	.952
“ “ “ “ Harvard “	.	.	.953

Per cent of pupils in the first class of the several Grammar Schools, January, 1871: —

Bunker Hill School	.	.	.	.	.	.	.065
Warren “	.	.	.	.	.	.	.05
Prescott “	.	.	.	.	.	.	.088
Winthrop “	.	.	.	.	.	.	.059
Harvard “	.	.	.	.	.	.	.057

Per cent of pupils in the sixth class of the several Grammar Schools: —

Bunker Hill School	.	.	.	.	.	.	.23
Warren “	.	.	.	.	.	.	.30
Prescott “	.	.	.	.	.	.	.23
Winthrop “	.	.	.	.	.	.	.269
Harvard “	.	.	.	.	.	.	.15

Average age of pupils in the several classes of the Grammar Schools, January, 1871:—

	1st CLASS.	2d CLASS.	3d CLASS.	4th CLASS.	5th CLASS.	6th CLASS.
Bunker Hill School .	14 y. $6\frac{3}{4}$ m.	13 y. 10 m.	13 y. $1\frac{1}{8}$ m.	12 y. $1\frac{1}{9}$ m.	11 y. 5 m.	10 y. $6\frac{1}{9}$ m.
Warren       “   .	14 “ 8 “	14 “ 3 “	12 “ 11 “	11 “ 10 “	11 “ 3 “	10 “ 2 “
Prescott     “   .	14 “ 6 “	13 “ 5 “	12 “ 8 “	11 “ 7 “	11 “ 1 “	10 “ $0\frac{1}{2}$ “
Winthrop    “   .	14 “ 5 “	13 “ 10 “	12 “ $6\frac{1}{2}$ “	11 “ 10 “	11 “ 2 “	10 “ $1\frac{1}{2}$ “
Harvard     “   .	14 “ $6\frac{1}{6}$ “	14 “ 1 “	13 “ 4 “	11 “ 11 “	10 “ 10 “	10 “ 2 “
Number of Pupils in the several classes in all the Gra'mar schools January, 1871, }	168	262	419	616	541	654

EVENING SCHOOLS.

Whole number, not including Drawing School . . . . .	253
“       “       of males . . . . .	154
“       “       “ females . . . . .	99
Average attendance during term . . . . .	112
Percentage of the whole number . . . . .	.44+
*Whole number of teachers, 2 males, 6 females . . . . .	8
Average number of pupils to a teacher . . . . .	14
Average age of pupils, males $16\frac{3}{4}$ , females $17\frac{1}{2}$ years.	

DRAWING SCHOOL.

The whole number of pupils . . . . .	154
Average attendance during the term . . . . .	96
Per centage of whole number . . . . .	.63
Average age of pupils . . . . .	26
Number of teachers (males) . . . . .	2
Number of teachers in all the day schools, exclusive of the music teacher (13 males) (99 females) . . . . .	112

\* Another assistant was employed six evenings.

The term commencing September, 1870, and ending February 28th, 1871, was characterized by few events out of the usual order.

The Primary schools in District No. 4 were suffering from an excess of pupils, and the two Intermediate schools were found inadequate to the wants of the class of pupils that properly belonged in them.

These evils have been temporarily remedied by hiring the Edgeworth Chapel, and removing Primary school No. 23, under the charge of Mrs. Huntress, to it, and establishing another Intermediate school in the room vacated by No. 23.

Edgeworth Chapel is capable of accommodating double the number of pupils usually assigned to one teacher, and Miss Marietta F. Allen has been appointed as an assistant to Mrs. Huntress.

This has given relief to the Intermediate schools and the primaries of this district, and it is believed that the accommodations will be ample for some time, perhaps until the erection of new houses shall give permanent accommodation to all.

The Primary schools are, so far as I can judge, in a better condition now than they have been at any previous time, and I have no suggestion to make with reference to them, except that of caution in the appointment of teachers. In these schools, perhaps more than any other, the teachers make the schools. With us, it can hardly be said that what we regard as the best system gives us the best schools. The few ungraded primaries that remain



are among the best, while several of those most perfectly graded are among the poorest. I do not bring this forward as an argument against properly graded schools, but to show that the teacher is more than the system.

The examinations of the candidates for admission to the Grammar schools in February were conducted by the several sub-committees and myself, and the results generally, both in the primary and intermediate schools, were very gratifying. Where the examinations were not satisfactory, I have stated the fact to the teachers, and made suggestions by which, I hope, they may profit. Our Grammar schools have been interrupted only by the unavoidable inconvenience of an occasional change of teachers. In September, the appointment of Mr. Gage to the mastership of the English department of the High School created a vacancy in the Bunker Hill School, which was filled by the appointment of Mr. Charles G. Pope as master. Mr. Pope had been at the head of the Forster School in Somerville some six years, where he had established a reputation as a teacher and disciplinarian which gave assurance of success in the new sphere to which he was transferred. So far as I have seen, I believe the selection a judicious one. Other changes have occurred in nearly all the Grammar schools of subordinate teachers, and the new appointments have proved generally very satisfactory. Great care has been taken in the selection of teachers, their schools visited when practicable by the

superintendent, the principal, or the sub-committee, and thus the best of all tests applied before calling them to our schools.

The February examinations of the Grammar schools gave evidence of faithfulness on the part of teachers, and of general success, differing of course in the different schools, and in the several rooms of the same school. By reference to the foregoing statistics, it will be seen that considerably more than half the pupils that enter the Grammar schools never reach the second class.

May not our "course of studies" be so modified that pupils shall have some practice in mensuration and interest before leaving the third class?

It seems to me that too much time is devoted to long and difficult problems in the rules prescribed for the lower classes. *Principles*, I am sure, are more easily taught, and more deeply impressed on the mind of the child by a great number of examples adapted to the capacity of childhood, than by fewer and more difficult problems. Thus, if a child is taught to find a common denominator, to add, subtract, multiply and divide fractions, or to perform operations in interest, by the use of small numbers and easy combinations, he will understand the processes better, and be better prepared for the more difficult problems which may arise in after life, than he can be by trying to do a man's work while he is a child. Considerable attention has been given, in some of these schools, to exercises not perhaps required by a strict interpretation of the course of study, and, I

think, with excellent effect. The regular drill and daily routine of the school is agreeably relieved by devoting an hour or two of the week to something of interest out of the common course; and the teachers, I think, who have practised it most, feel that they have not lost, but rather gained, in the regular school work. I hope the practice may prove contagious. To create and stimulate a *desire* for knowledge is as legitimate an object of education, as to *impart* knowledge, and is likely to exert a far greater influence on the character.

If I must choose between the two, I would much prefer that the child should leave school with a *desire* to know, than that he should possess a vast amount of definite knowledge, which has been drilled into him, but with no curiosity or enthusiasm to impel him to further acquisition.

Says Mr. Hudson, a fine scholar and educator of much experience, "It is what young people learn to take pleasure in, what they build up happy thoughts and associations about, and what steals smoothly and silently into the heart, and there becomes a vital treasure of delight, that mainly determines their characters. In comparison with this, mere intellectual acquirements and furnishings, and even ethical arguments and convictions, are of insignificant value.

The forms of young imagination have more force than anything else to keep the heart pure. To pre-occupy the mind with right tastes and noble loves, is the first principle of all wise and wholesome training, both in school and at home."



The High School, under the new organization, has had hardly time and opportunity to show important results, though there are indications of much greater practical efficiency, especially in the English and scientific departments.

Mr. Emery, the Principal, says in his semi-annual report, that "the progress of the school during the term now closing, has been interrupted by the separation of classes, change of teachers, and the loss of time, — nearly five weeks intervening between leaving our temporary school-rooms and entering the new building. The new school-house was dedicated on the 14th of December, and the re-united school commenced on the 15th, under new and most favorable auspices, with convenient and ample accommodations, new and extensive apparatus, and a full corps of competent teachers. A new impulse seems to have been given to the school, and the several classes have made very satisfactory proficiency in all their studies."

The examinations in February, I think, fully confirmed the statement of the principal, and gave assurance of increased usefulness.

#### EVENING SCHOOLS.

Our evening schools, it will be seen by reference to statistics, though limited, were thirteen per cent larger than those of the year preceding, and the attendance, as compared with the number belonging, was four per cent better.

By placing females at the head of the schools for girls, the expense of the schools was diminished, without detracting from their efficiency. The deportment of the pupils was generally good, and their improvement very gratifying.

Much credit is due to the teachers of these schools for their faithfulness, and for the interest they manifest in the welfare of those who have few to care for them.

#### EVENING DRAWING SCHOOL.

It was stated, in the Report of the School Committee for 1870, that "in compliance with a law of the State, passed at the session of the Legislature of 1870, a school for instruction in industrial or mechanical drawing had been established."

It remains for me to say that the school continued, four evenings a week, from the middle of December to the first of March, and was attended with the most gratifying results. We were most fortunate in the selection of a teacher. Mr. Baker is not only skilful as a draughtsman, but understands perfectly the geometrical principles involved, and possesses the faculty, both of imparting the method and explaining it. Drawing thus becomes not merely imitative, but an educating process, no less for the mind than the hand. That the work done by this class was very creditable to all concerned, is the unanimous verdict of many of our citizens who have examined the specimens that have been exhibited in

my office. There was much enthusiasm in the class, and in answer to a petition of the members, the school was continued longer than at first proposed.

It is but just to say, that the results were obtained without the aid of models, or printed charts, or pictures of separate or combined parts of machinery, so abundant in most of our Technical schools.

Much advantage, I am informed, may be derived from such aids, and more time allotted to the teacher to examine the work, and make suggestions to individuals.

In the absence of models, etc., much of this work devolved upon the assistant, Mr. Locke, who rendered essential service in this school.

It is a question for the School Committee whether it may not be well to obtain some of these objects for representation and means of illustration before the school again opens. The expense, I understand, will be small, and the advantage derived from them great.

The experiment of teaching Industrial Drawing to our mechanics, has, with us, proved an entire success, unaccompanied by the mistakes and hindrances commonly incident to experiments, even when successful; and I know of nothing which has done so much to commend our public school system to all classes in the community, as the introduction of drawing into our schools, and the establishment of schools for mechanical drawing, for persons more than fifteen years of age.

At the World's Fair, in 1851, the palm of excel-

lence in manufactures was, in nearly every department, awarded to England. Sixteen years later, when the nations again displayed the results of their skill and labor, England excelled only in ten of a hundred departments.

This created so much excitement, that Parliament appointed a committee of investigation, and the report of the committee is equally instructive and valuable to us as to England. It is this: "That the success of the Continent was owing to its admirable technical schools; that no nation can excel in manufactures unless it provides facilities for scientific education, for all that converts the mere workman into the artisan."

The introduction of free-hand and mechanical drawing is a good beginning for us, but the end is not yet. Already there are indications that it is not to stop here. During the present session of the Legislature, Dr. Putnam, as chairman of the Committee on Education, has introduced an order that the Board of Education be instructed to inquire what further measures may be adopted to make the instruction in our day schools more practical, in its relation to our industrial institutions.

Whether the Board shall succeed in fixing on any definite plan or not, I have no doubt that the effect of such inquiries will be beneficial to the cause of popular education.

In concluding this report, I think it safe to say that the statistics and examinations indicate that our schools are in a better condition to-day, than they



have been at any previous period; and that the spirit of our teachers generally is such as to give assurance of a still better time coming.

The ratio of pupils in attendance upon the schools exceeds that of any city of the Commonwealth, with the exception of Chelsea and New Bedford.

The per cent of attendance in our High School, Grammar Schools, and the upper grades of the Primaries, is fully up to that of the cities and towns in the State, having the best schools; and, in the lower grades of the Primary, it is as great as it ought to be.

Under the system we have adopted, the cases of truancy have greatly diminished, and much credit is due, I think, to our truant officers, for their efficient services, and the judicious manner in which they have discharged duties which require the exercise of much judgment and discretion. I believe all our teachers would heartily indorse this opinion.

Thanking you, gentlemen, for the courtesy I have ever received at your hands, this report is respectfully submitted.

B. F. TWEED,

*Supt. of Schools.*

MARCH, 1871.



### THIRD REPORT OF SUPERINTENDENT.

---

GENTLEMEN,—During the term beginning March 1st, and ending July 3d, 1871, our schools were in successful operation, with no special disturbing influences not known to you, but which it may be well briefly to enumerate for the benefit of our community.

The Harvard School suffered temporarily from the necessity of providing accommodations for the Primary schools formerly on Bow street, but now occupying four rooms in the Harvard School-house.

This arrangement rendered it necessary to put about half the scholars of the Harvard School in the upper rooms of the City Hall. The inconvenience has, however, been very cheerfully acquiesced in by the teachers, in anticipation of the new Harvard School-house on Bow street.

I cannot say quite as much for the resignation of the teachers of the Winthrop School, who are still subjected to the inconveniences of the ill construction, large rooms, and crowded condition of the school, without any immediate prospect of relief. Several rooms in this building were never intended for school-rooms, and are wholly unfit for them in respect to light, ventilation, and proximity to a noisy

street. The call for a new house in this district is certainly pressing, and I trust the claims of the district to be placed on an equality with the others will be acknowledged and granted at an early day.

With a new house in the Winthrop district, of the capacity of the new Harvard, we should have excellent accommodations for our High and Grammar schools for many years.

I ought perhaps to mention, among the temporary inconveniences, that of re-districting, last year, for the relief of the Harvard and Winthrop, and the consequent crowding of the Bunker Hill School. The completion of the new Harvard will require a return to something like the old lines.

In some of the Primary schools, also, especially of the lower grades, the attendance has been so great during a few of the pleasant months, as to cause some inconvenience.

The inequality of the increase of population in different parts of the city has crowded some schools, while others have not their full number.

A re-districting of the Primary schools is needed, and perhaps one or two new schools may be required. This, however, cannot be determined until we ascertain how nearly they can be equalized.

With these exceptions, our schools have suffered no special hindrances. The closing of the schools on the third of July made the term somewhat shorter than usual, but the examinations for promotion to the High and Grammar schools gave evidence that

a full term's work had been done, and, in general, well done.

#### ATTENDANCE.

Of the 5,000 scholars connected with our schools, there will of course be some cases of irregularity in attendance, arising from the forwardness of the pupils, unfortunate home influences, sickness, or other unavoidable contingencies; but it is believed that the efforts of teachers, aided by the truant officers, have reduced the absences very nearly or quite to the minimum percentage that will be found practicable. It will be seen, by examining the accompanying statistics, that the highest rate of attendance is in the High School, the next in the Grammar schools; and, I may state, that the percentage of attendance in the upper grades of the Primary schools is considerably above that of the lower grades.

This is as it should be. It is not desirable that the attendance of pupils from five to seven years of age should be more regular than it is at present; and I should be disposed to doubt the reliability of statistics that gave a percentage of more than ninety-five or six for High schools, and ninety-two or three for Grammar schools.

The variation from a hundred per cent is fully accounted for by sickness and unavoidable contingencies. On the whole, the statistics show a gain in the number of pupils in actual attendance, and, as far as figures can, an improved and satisfactory condition of our schools.

## STATISTICS.

Number of different pupils in all the day schools during the term ending July 3d, 1871, 5913.

Average number	.	.	.	.	.	.	5056
“ attendance	.	.	.	.	.	.	4635
Per cent of attendance	.	.	.	.	.	.	.916
Average number in High School	.	.	.	.	.	.	196.76
“ attendance “ “	.	.	.	.	.	.	188.78
Per cent of “ “ “	.	.	.	.	.	.	.96
Average number in Grammar Schools	.	.	.	.	.	.	2825
“ attendance “ “	.	.	.	.	.	.	2654
Per cent. of “ “ “	.	.	.	.	.	.	.94
Average number in Intermediate	.	.	.	.	.	.	154
“ attendance “	.	.	.	.	.	.	133
Per cent of “ “	.	.	.	.	.	.	.86
Average number in Primary	.	.	.	.	.	.	1880
“ attendance “	.	.	.	.	.	.	1659
Per cent of “ “	.	.	.	.	.	.	.88
Average number in Bunker Hill School	.	.	.	.	.	.	774.4
“ “ Warren “	.	.	.	.	.	.	699
“ “ Prescott “	.	.	.	.	.	.	515
“ “ Winthrop “	.	.	.	.	.	.	510.8
“ “ Harvard “	.	.	.	.	.	.	326.3
“ attendance in Bunker Hill School	.	.	.	.	.	.	718.3
“ “ Warren “	.	.	.	.	.	.	665
“ “ Prescott “	.	.	.	.	.	.	489
“ “ Winthrop “	.	.	.	.	.	.	484.4
“ “ Harvard “	.	.	.	.	.	.	307.2
Per cent of “ Bunker Hill “	.	.	.	.	.	.	.927
“ “ Warren “	.	.	.	.	.	.	.937
“ “ Prescott “	.	.	.	.	.	.	.949
“ “ Winthrop “	.	.	.	.	.	.	.948
“ “ Harvard “	.	.	.	.	.	.	.941

Number of scholars admitted to the Grammar, from the								
Intermediate and Primary schools, July 3d, 1871,								293
Admitted to Bunker Hill School								103
“	Warren	“	.	.	.	.	62	
“	Prescott	“	.	.	.	.	45	
“	Winthrop	“	.	.	.	.	46	
“	Harvard	“	.	.	.	.	37	
Number of graduates from the Grammar Schools								152
Number of graduates from B. Hill School								41
“	“	“	Warren	“	.	.	32	
“	“	“	Prescott	“	.	.	38	
“	“	“	Winthrop	“	.	.	26	
“	“	“	Harvard	“	.	.	16	
“	“	“	High	“	.	.	20	
“	pupils admitted to High School from the Gram-							
mar Schools								128
Bunker Hill School								32
Warren “								30
Prescott “								32
Winthrop “								22
Harvard “								12

## INSTRUCTION.

The instruction in our schools during this term has been, I think, more practical, and more free from technicalities, and has adhered less strictly to the text-book, than was formerly the case.

This is a result at which I have constantly aimed, and my examinations, which have been frequent, have been conducted with a special view to this end. I have seldom taken a text-book in hand when questioning pupils, but have framed my questions, as far as possible, to develop the principles involved, and given more credit to a pupil who makes a statement



or an explanation in his own language, than to one who is able to give the precise words of the book.

Another respect in which I think improvement has been made, is, that pupils are required to practise more on comparatively easy examples where the principle is obvious, and troubled less with more difficult or tedious ones, involving no new principle, but simply hiding it under a load of conditions too difficult to be understood by the pupil.

In grammar, for example, I would not have the pupil know that there are any exceptions, or even difficult application of principles, till he has come to recognize the general principle in so many familiar examples that he at once sees in what the real or apparent exception consists.

In arithmetic, questions that simply test the endurance of the pupil by their length are no tests of their knowledge. Nor are they of equal value as a mental discipline. What we gain in the time of holding the attention is more than lost in intensity.

In teaching geography, more attention is given to map drawing, and the location of a few of the most important features and places, and less to the mere memorizing of descriptive geography. Geography, thus taught, especially if the teacher comes prepared with something new in connection with the lesson, is interesting to the pupil and not soon forgotten. I remember being told by a gentleman whose knowledge of geography was very extensive and accurate, that, if he knew more of geography than most people, it was because he had not tried to remember so much.

He had fixed a few important points definitely in his mind, and clustered all others, as they came up, around them. This I know to be the best method of learning the sequence of historical events, and fixing them in the mind chronologically. I think it safe to say that what is remembered in geography and history generally, is in the inverse ratio to what is taught.

Drawing, which has been a required study in our schools for some time, but which was necessarily pursued under great disadvantages, from the fact that it was new to most teachers, has received an impulse by the appointment of a competent teacher, which already begins to manifest itself in more systematic and better work, and increased interest on the part of pupils and teachers.

Mr. Baker has given occasional lessons to the teachers of all our day schools, and the attendance and interest have been highly creditable. They will be continued, and we shall soon have many competent teachers of elementary drawing.

In addition to the improvements above mentioned, I think I may add an increased earnestness on the part of most of our teachers.

If I am not mistaken, they read more on the subject of education, and are more anxious to avail themselves of improved methods of instruction. If it is not true now, in case of every teacher, I hope it will be before I make another report.

## PRINCIPLES AND PROCESSES OF INSTRUCTION.

In my first report, I spoke of the studies required by statute, in our Grammar and Primary schools, indicating, to some extent, their relative importance and claims, and suggesting what I regard as the best method of teaching them.

In my report of March last, I hinted at the importance of inspiring pupils with a love of knowledge, expressing the conviction that it is a better guarantee of future intelligence than any amount of actual attainment. I now propose to consider this subject more definitely, and, in connection with it, to discuss some of the first principles and processes of teaching.

Franklin and Bowditch, and thousands of others who became eminent, left school with but a small stock of actual knowledge, but with a desire for knowledge that induced them to use that small stock as a key to unlock the great treasure-houses of wisdom.

I speak of the importance of inspiring, or *keeping alive*, this desire. But, in most cases, it is only the latter that we have to do. Every one at all conversant with children is aware of the intense curiosity, and consequent activity, they manifest from the day they leave the nurse's arms to amuse themselves with toys, till they enter our schools. Not content with a superficial view, they are not satisfied till they have "analyzed" their playthings to see what it is that rattles or squeaks or whistles. And how much they learn during these three or four years! The names

and uses of almost everything around them, a vocabulary sufficient for all the purposes of practical life, and a recognition of nearly every grammatical form in the language, have been acquired, chiefly through the curiosity of childhood, without any direct teaching.

And yet, no complaint is more common with some teachers, than indifference and want of interest on the part of pupils.

Is this because the subjects taught are uninteresting, or that the manner of teaching renders them so? Undoubtedly there is work to be done, work not always agreeable. In learning the elements of most studies, it requires much ingenuity on the part of the teacher to preserve an interest in the subject until the pupil has sufficient knowledge of it to find it interesting.

Yet children have the desire for knowledge. It is one of the strongest impulses of their nature, and it is only by the uninteresting drill and drudgery of the school-room, upon the dry husks of knowledge, that they acquire a chronic indifference to what, in itself, is interesting.

I have been much interested in the Kindergarten system, by Fröbel. His principle of organizing and guiding the activity of childhood, rather than repressing it, I am convinced, lies at the foundation of all good teaching, and of everything worthy of the name of education.

The recognition, too, of the fact that the child is a *doer* primarily, and a *knower* subsequently, or an



*artist* before he is a *scientist*, is important in its relation to teaching. I have spoken of this in a previous report, quoting from a greater than Frœbel, to the same effect.

Much also depends on the spirit in which the exercises are conducted. The discipline of the school, that is, the general tone and character of the intercourse of the teacher with the pupils, has an important bearing on their *intellectual* activity. The mind cannot act freely when under the influence of fear or restraint.

Dr. Howe says, "Much idiocy is not organic, but only functional, and to be referred to coarse or harsh dealing with infants, paralyzing their nerves of perception with pain and terror." And Miss Peabody adds, that "what produces idiocy in these extreme cases, produces chronic dulness, discouragement, and destruction of all elasticity of mind in the majority of children."

I believe this to be strictly true; and when a teacher is continually harping upon the dulness and stupidity of his or her pupils, I admit the fact, and commonly find the cause in the same room where the effect is manifested. I know indeed no better test of a teacher than his opinion of the ability and character of children.

The teacher who has not faith in children will never secure their confidence, without which success is impossible. I think it is safe to say that nine-tenths of the complaints of dulness of pupils are the results of stupidity somewhere else. I have noticed that



the best teachers are oftener surprised at the intelligence manifested by their pupils than by their dullness. And this is what we should expect.

Every child of ordinary intelligence is constantly surprising his parents and friends by the rapidity of his development and his new acquisitions. We are apt to attribute the surprise to the partiality of friends, and regard it as an undiscriminating, though amiable weakness. Yet parents and friends are not wrong in wondering at the intelligence of the child in whom they are particularly interested, but in not recognizing the fact that every child is a "wonder."

Every child is a new revelation to a small circle of friends, and it is only our own stupidity and selfishness that prevent us from generalizing, and seeing in the class what we see in the individual. Is it not possible that the child's processes of learning, by which he makes such rapid advancement, are superior to our processes of teaching? And might we not all learn much by a careful study of the operations and development of children's minds?

This was the great service rendered to arithmetic by Warren Colburn, and in examining a book recently published in England, and republished in this country, entitled "English Lessons for English People," I have been struck with the fact that the methods of teaching recommended are almost uniformly those adopted by the child in learning, before he enters school.

In fact, the author claims this as the highest sanc-

tion of his method. To give an example of the child's method of learning the meaning of words, I will take the word "burn." The child touches the hot stove and feels pain. His mother tells him "burn," and if he approaches the stove again, the word "burn," "burn," makes him careful and becomes associated in his mind with the pain. Then he hits his head against the table, or pinches his fingers in a crack of the door, and runs to his mother with "burn," "burn." He has now blocked out a rough meaning of the word, or, as a logician would say, assigned it to a certain genus, "pain," which is sufficiently definite for his present purposes.

Soon, however, he observes that the pain caused by touching the stove differs from that caused by hitting the table, and getting his fingers in the crack of the door, and thus learns to distinguish between a "burn," a "bump," and a "pinch."

Now this way, in which every child learns the meaning of his whole vocabulary, is the exact method of logical science in defining.

The genus and the specific difference is the logical definition.

The same thing is constantly repeated in the history of civilization and the consequent growth of language. Every one in reading Trench's little book on the "Study of Words," must have noticed how numerous the words are, that, since the time of Chaucer, or even that of the translation of the received version of the Bible, have passed from a generic to a specific meaning.

It marks the history of mental growth and discrimination, no less in the nation than in the child.

#### READING.

It is well known, at least to teachers, that there are various theories of teaching reading to very young children. The old method, still adhered to by many, is to begin with the *name* of the letters, and then jump to the *power* of letters in combination; and we sometimes think it very strange that the child can't see that "h-a-t" spells "hat," when, in fact, he has no reason in the world to think it spells anything, — or, at most, only "aitchaty." But, bad as this system, or lack of system, is, children do learn to read, though not by any *direct* instruction. This is the child's first experience in school of "obtaining knowledge under difficulties," and furnishes an excellent illustration of his aptness to learn, and his ability to overcome, partially, the hindrances of poor teaching.

Another method is that of beginning with the powers, or elementary sounds, before the names of the letters are given, and combining them, — thus forming words.

Still a third method is that of beginning with the *word* as the unit of significance, and analyzing the spoken word into its elementary sounds, and the written word into letters. While I am aware that many excellent teachers advocate the second method, it seems to me that the third is more in accordance



with the manner of learning to talk, and appeals more immediately to the intellect.

It must, I think, be easier and more interesting to take a word, the sign of an idea, and resolve it into its parts, than to work with the utterly unmeaning elementary sounds until we have constructed the significant sign. It seems to me that the machinist finds it a more interesting as well as easier process, having seen the machine as a whole, to take it apart and examine it, than he would to construct the several parts, and put them together without any idea what it is to be till it is finished. But whether teachers begin with one or the other of the two latter methods, their work soon becomes essentially the same. They both differ from the first in being intelligent methods, which the first is not. But this is only the first step in learning to read, and it has seemed to me that the next step — that of putting words together in phrases and sentences — is quite as important, and perhaps more so. The monotonous habits acquired by reading sentences before the pupil is perfectly familiar with the words and phrases, are often carried through life.

There are certain words — as the articles and the auxiliary verbs, for instance — that stand in the relation of unaccented syllables to the words to which they belong, — and I think the sentence should not be read till the pupil can pronounce these combinations as one word. Thus, I would have the pupil able to pronounce rapidly, the phrases, "can spin," "the boy," "the top," before he is required to read

the sentence, "The boy can spin the top." It then conveys to his mind some meaning, instead of being a mere string of words, as they are, if with some difficulty, and silent spelling of the words, he reads, "The — boy — can — spin — the — top."

Some of our primary teachers are practising this method with excellent results, and I have heard, in some of our schools, sentences read for the first time, with good inflection and emphasis, simply from the fact that the pupil understood them.

#### ARITHMETIC.

Another instance occurs to me, in which it is safe to follow the child's method, viz., in developing the idea of number, and teaching what is contained in the tables of addition, subtraction, multiplication, and division. It should not be merely by verbal memory, gained by a study of the card, that the pupil is able to say that three and four are seven, or that three times four is twelve; but first, by the use of the numeral frame, or, better still, by pictures of objects placed on the blackboard, and then by concrete examples in which the pupils see the objects mentally.

Thus, if a boy has three cents in one pocket and four in another, how many has he in both? If he spend two cents for candy, how many will he have left? There should be, I think, a great deal of practice on these examples, before the pupil is required to deal in abstract numbers. The table then has a meaning for him, and is not a matter of mere verbal mem-



ory. In some schools I have found the practice the reverse of this: the abstract table first, and then the concrete examples.

In what I have written on principles and processes of instruction, I have had in mind, primarily, the lower classes, or those in the Primary and lower Grammar school classes. But the principle is applicable in our schools, and in all classes. In no profession is there greater danger of falling into routine than in teaching; and I know of no way to break the monotony of teaching the same studies year after year, but by a constant questioning of present methods. It is quite as important to the teacher as to his classes.

An English writer, speaking of the cotton production in certain European countries, says, "They showed clearly that there is not a machine working a machine, but that *brains* sit at the loom, and *intelligence* stands at the spinning wheel."

How much more important that this should be the case where the fabric to be produced is knowledge, virtue, wisdom.

#### HIGH SCHOOL.

The High School, under the new organization, has gained I think in efficiency, especially in the departments of history, English literature, and the natural sciences; and while it maintains its high rank as a classical and preparatory school, it also meets the wants of the large majority of those who enter, far better than ever before.

The study of the natural sciences, as now conducted, is perhaps the most practical—using the term as bearing immediately on our *industrial* interests—of all our school instruction.

Humboldt long since declared that “the time was not far distant when science and manipulative skill must be wedded together”; that “national wealth must be based on an enlightened employment of national products and forces.” That we are moving with the current in this direction, is seen in our drawing schools, and improved facilities for practical instruction in the natural sciences. I hope that something will be done by additional facilities in the chemical department, to enable the pupils not only to see, but to perform the most important and interesting experiments.

The English language and literature receive more attention than formerly, and it is believed that the interest awakened in this department will be the means of creating a taste which will seek gratification by reading the best authors, after leaving school.

The semi-annual report of the principal represents the general condition of the school to be “unusually prosperous,” and states that the “written examinations indicate a good degree of proficiency on the part of the several classes, especially the Junior class in Latin, English literature and physical geography.”

The report alludes to “the severe loss sustained by the school in the decease of Miss Frances M. Reed, who, for more than fifteen years, had been a faithful teacher, respected and beloved by all.” The resigna-

tion of Miss Dora Chamberlain, on account of ill health, is also spoken of as "an event deeply regretted by scholars and teachers."

#### MUSIC.

Music, as a branch of school instruction, is now recognized in all the best schools in the country, and it is found that the ability to sing is not confined to a favored few, who have what is called an ear for music, but that all ears may be taught to appreciate and all voices to produce musical sounds.

There may be as much difference in the capacity for music as for arithmetic; but no one, I think, who has taught both, believes there is more.

Mr. Mason, our teacher of music, has been indefatigable, and his labors, I think, have been very successful, especially when we take into consideration the difficulties with which he has to contend. He is now the only teacher of music in our schools: giving instruction to about 3,000 pupils weekly. If one teacher could take the same number of pupils in reading, arithmetic, or geography, and produce results equally satisfactory, we should regard it as a marvel. Many of the pupils are taught to read simple music, at sight, with great facility. And yet Mr. M. is not satisfied, believing that much more may be accomplished, by an arrangement that would make each teacher an assistant, without any extra cost for instruction, and with but a small outlay for musical charts.

The experience of other cities has shown that this

may be done successfully in our Grammar and even Primary schools, and I recommend that the committee on music be authorized to furnish the schools with the necessary charts.

#### THE APPOINTMENT OF TEACHERS.

I have in a previous report spoken of the necessity of great care in the selection of teachers.

The importance of the subject, and the pressure which is sometimes brought to bear in favor of some very worthy persons, on other grounds than special qualifications and adaptation to the position of teachers, must be my excuse for referring to it again.

No manufacturer would think of erecting buildings, and furnishing them with machinery at an expense equal to that invested by the city in school-houses and apparatus, and then giving them in charge of any but experienced and skilful workmen. Good character, need of a situation, while they always excite respect and sympathy, would not even be urged as reasons for employing operatives who were unacquainted with the business.

And yet it is not uncommon to have persons recommended for teachers in our schools who have made no special preparation for teaching, but whose only claims are a respectable education, good character, and need of the income.

I know there is a prevalent opinion in the community that the discipline and instruction of a school require no special training, though it is admitted that some lack a special gift which others have.



The best teachers and educators, on the contrary, believe that there is no trade or profession in which an apprenticeship or special training is more needed than in teaching.

It is this opinion that justifies a very large expenditure yearly, by the State, for the support of Normal schools and educational institutes.

Shall we bear our proportion of the expense of those schools, and yet derive little or no benefit from them? Our salaries are such as to command teachers who have had the advantages of all the special preparation which the State affords, supplemented by a successful experience. Have not our schools a just claim to the best teachers we can find?

The schools are not for the teachers, but the teachers for the schools. Other things being equal, I would always give the preference to our own and to the needy. But it is very rarely the case that other things are equal. One of our own citizens who has had special preparation, and been successful in a school in some place where the salaries are less, will always have a great advantage over a stranger, without putting forward any claim except that of qualification and past success. It is the dictate of prudence, no less than justice, that commits great interests to those who have been faithful and successful in smaller concerns.

Nearly every graduate of a New-England college has learning enough, if that is all, to be principal of our High School. And yet, it is but one in a hundred that you would think of appointing to that im-



portant trust, and that one must be able to refer to a successful experience in some position less remunerative. I see no reason why the same principle does not apply with equal force in the appointment of teachers for our Grammar and Primary schools; and I don't know how the committee can answer it to their constituents or their consciences, if they do not provide the best teachers available for the price they can offer. But, as I am not keeper of the committee's conscience, I will let that pass.

In closing this report, I wish to bear testimony to the general intelligence and faithfulness of our teachers. My intercourse with them has been uniformly pleasant. My advice, or criticisms, when made, have always been received in a friendly spirit, and the relation existing between us has been to me, at least, a source of unalloyed pleasure. I am happy, also, to say that our worthy mayor has been something more than the presiding officer of this Board. His visits to our High and Grammar schools, with the words of advice and encouragement spoken, have been appreciated by both teachers and pupils, and I doubt not have done much good.

Congratulating you, gentlemen, on the measure of success attained, and thanking you for uniform kindness and consideration, this report is respectfully submitted.

B. F. TWEED,

*Superintendent of Public Schools.*

SEPTEMBER, 1871.





# OUR PUBLIC SCHOOLS.

## The Harvard and Its Dependencies.

### HISTORY OF THE GROWTH OF THIS SCHOOLHOUSE.

#### DESCRIPTION OF THE BUILDING AND ITS DEDICATION.

The Harvard School dates back as far as 1648, when the first school house ever erected in Charlestown was placed on Wind-Mill Hill. Strictly speaking, this school formed the nucleus of the Harvard which took its name from John Harvard, whom I believe is buried in the old Phipps street cemetery. The name is an illustrious one, and is taken by the most celebrated college in the country, to do honor to a man who made a donation to the institution. Previous to 1800, there was but one school house in Charlestown, below the Canel Bridge, for the accommodation of children between the ages of 7 and 14, and that is near where the Harvard school now stands. In 1838, the school on Harvard street was named the "Harvard." Frothingham in his History of Charlestown gives some amusing facts, which in these days seem comical in the extreme, but it is from small beginnings like which he quotes, that education in its comforts and facilities of attainment has arrived at its present standing. After alluding to the first school-house built in 1648 on Wind Mill Hill, he says: "In 1671, Benjamin Thompson, a celebrated teacher, was engaged by the select men to keep school in town upon the following terms: 1st, that he shall be paid £30 per annum by the town and to receive 20 shillings a year from each particular scholar he shall teach; 2d, that he shall prepare such youth as are capable of it, for college, with learning answerable; 3d, that he shall teach to read, write and cypher. At the annual town meeting in March, 1701, it was voted, that if there should be a County school-house, settled by the General Court, that this town should raise £40 in order to provide for it, if it be settled in this town." In 1713, there was a controversy about the location of a new School house, and it was finally settled by building one on the Hill near the old house,

near where the present Harvard school stands. The cost of this house was £104,4s.,-11d. The salary of the Grammar master was £50, and £4 was voted to pay for teaching children to write among the inhabitants near Reading. In 1718, the salary of the master was £60, and in 1725, £80, which was the largest item in the appropriation to defray the term expenses. In 1748, five gentlemen were appointed to visit and examine the schools, at least once a quarter, and an addition of £100 was made to the master's salary.

So much for a musty history in connection with the Harvard school. What by contrast do we find to-day. A massive brick building, fronting on Devens' street and running through to Prescott street. Starting with the basement we find two large play-rooms, with additional rooms for the steam-heating apparatus, with closets, etc. In the first floor are five rooms 28x32 feet and 13 feet in height, with clothes rooms for the pupils and two reception rooms, dressing rooms and other conveniences. The second floor has six rooms, of the same dimensions, and on the third floor are three school rooms and an exhibition hall, running the length of the building and half its width. The exterior is of an inviting appearance, faced with pressed brick, with granite trimmings. The new building was dedicated Feb. 22d, 1872, with a feeling of pride, and had our ancestors been around that time, they would have stamped it as a big piece of extravagance. The pupils had gathered together, and lent their voices in a song. Rev. W. T. Stone read from the Scriptures, and Rev. Thomas B. Smith offered a fervent prayer. A very appropriate thing was the singing of a hymn, written by Mr. Abram E. Cutter, to the time of "Fair Harvard." George B. Neal, Chairman of the Committee on Public Property, turned over the keys to Mayor Kent in a neat speech, detailing how and why the School was erected. He said that the site included land owned by the city, and occupied by a primary school-house, which was removed to make room for the new building. The total area of land on which the building now stands is 16,320 feet, and cost the city \$31,485,60. The building cost \$92,000,00, the furniture \$6800,00, making the total cost \$130,285,60. Mayor Kent, in receiving the keys and passing them to the chairman of the Harvard School Committee, made an address of an interesting nature, and Mr. Marden on receiving the keys spoke somewhat at length. He said that the School was probably kept in the block house or the great house built for the governor, and in the square where the fountain now stands. In 1828, the Harvard school-house was put in complete repair at an expense of \$680,71, and rebuilt in 1847-8. For nearly two centuries and a half the meeting house and school-house has stood side by side upon



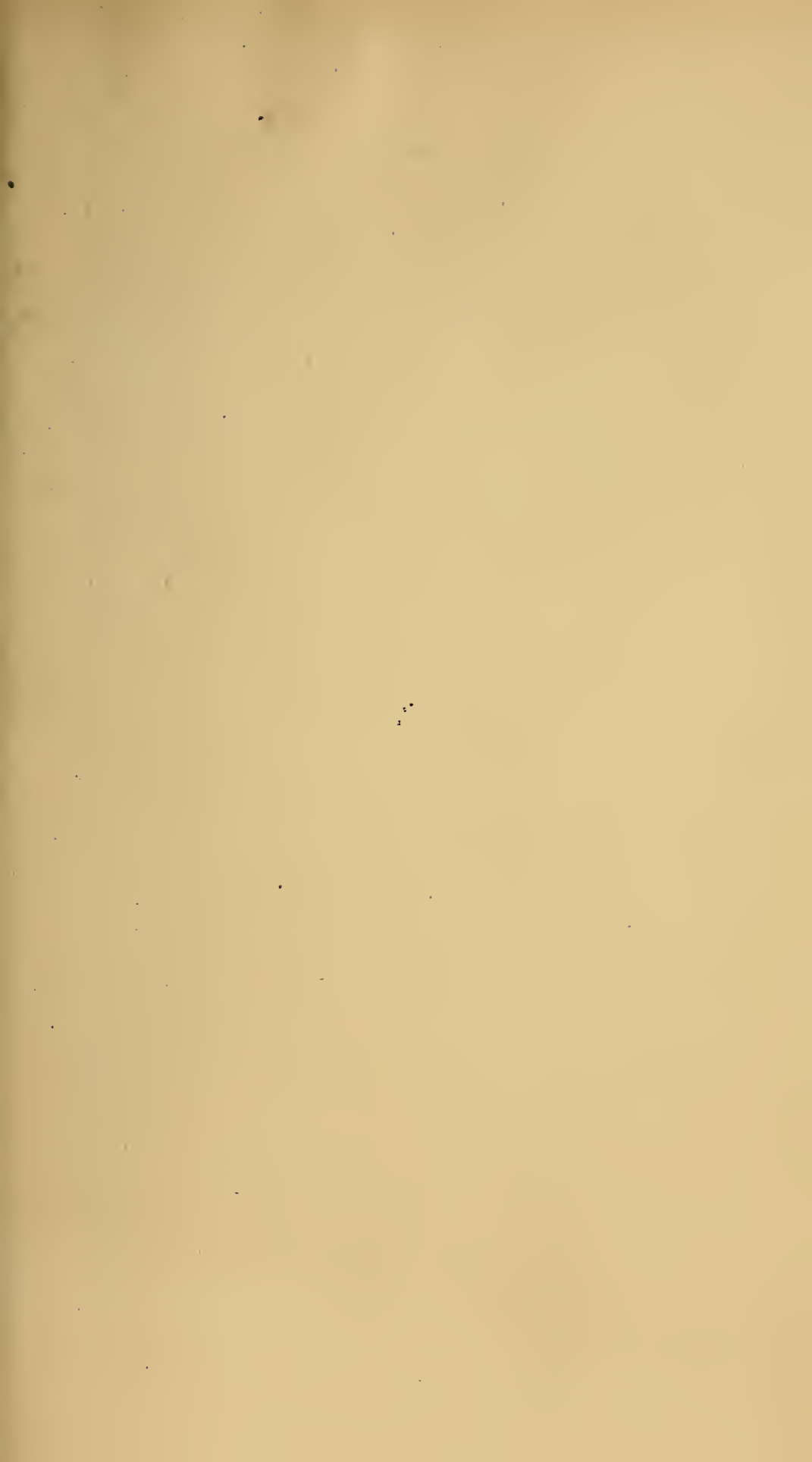


the hill. W. E. Eaton, the present principal of the school, in receiving keys also spoke, thanking the authorities in behalf of the 300 boys and girls for the noble building. At the conclusion of his remarks the scholars sang a dedication ode written by Mr. Eaton to the tune of Keller's American hymn. Prof. Tweed and Richard Frothingham made an address, and the exercises closed with a trio by three young ladies.

The Harvard school district runs down to

Prison Point, through the center of Austin street, down the centre of Warren street to Pleasant, both sides of Pleasant as far as Monument square, through the centre of Adams street to the Navy Yard walls. The pupils at the Harvard school number 671, 51 being primary scholars. There has been a decrease since Mr. Eaton took the school in 1872. At that time he had 681. This is owing to the encroachments of business on the water and railroad fronts driving families away. The Harvard Hill school which is in the district has 464 primary scholars, making a total under Mr. Eaton's supervision of 1135. The Common street school was until quite recently in the Harvard District, but is now included in the Warren. Mr. W. E. Eaton is the principal of the Harvard school and is specially well adapted to the care of boys and girls in educating and bringing up as far as the school room is concerned. He is a very busy man. Darin Hadley is the sub-master; Addie B. Tuffs the 1st assistant and Annie E. Weston the 2d assistant. The third assistants are Sarah E. Leonard, Mary A. Lovering, Jennie E. Howard, Edith W. Howe, Lucy A. Wilson, Sarah J. Perkins, Cally E. Gary, Annie E. O. Connor, Martha Palmer. At the Harvard Hill School the present teachers are Grace Bredeen, Catherine C. Broner, Fanny A. Foster, Elizabeth B. Weatherbee.





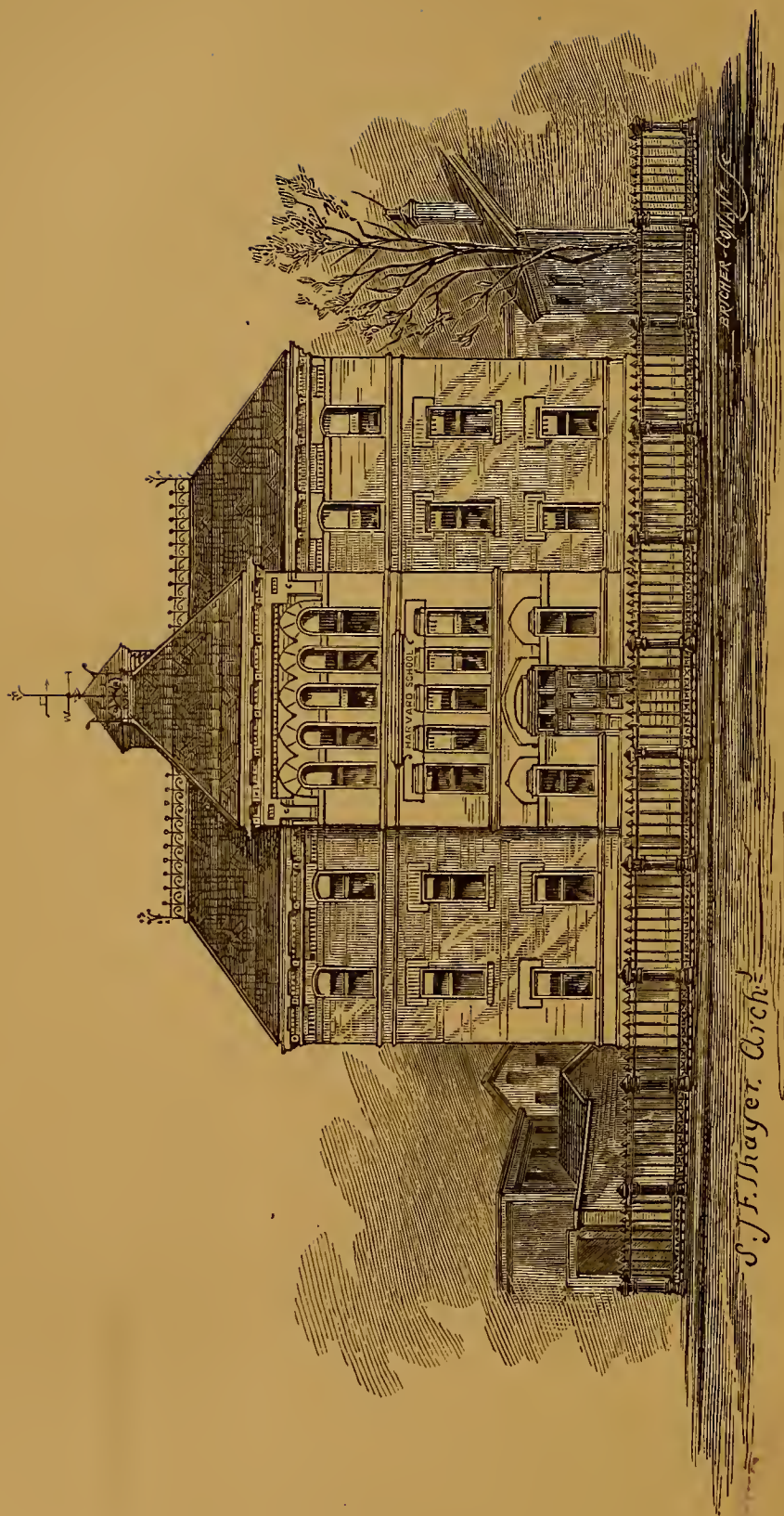












HARVARD SCHOOL HOUSE.

ORDER OF EXERCISES

AT THE DEDICATION OF THE

**Harvard School House,**

CHARLESTOWN,

FEBRUARY 22, 1872.

# PROGRAMME.



1. MUSIC:—SINGING BY PUPILS OF THE PUBLIC SCHOOLS.
2. READING SELECTIONS FROM THE SCRIPTURES.....REV. WM. T. STOWE.
3. PRAYER.....REV. THOMAS B. SMITH.

## MUSIC.

HYMN BY ABRAM E. CUTTER.

4.  
The barbarous Scythian in Athens of old,  
As we read in a time-honored story,  
Its wonders would see—he was bidden behold  
In Solon, the Greek's greatest-glory.  
  
For, far above temple, above sculptured fane,  
Earth's marvel to all coming ages;—  
Above the Acropolis' storied domain.  
The Greek prized the wisdom of sages.  
  
Now, broken the column, and crumbled the wall;  
The proud archway perished, and portal—  
Yet wisdom has builded her house in the soul.  
In that realm where all is immortal.



To foundations thus laid in those ages afar,  
Head-stone of the corner was given,  
When high in the East arose Bethlehem's star,  
The Herald of Wisdom from Heaven.

To shores far beyond aught the Argos essayed  
Came wise men the new light discerning,  
Whose grand Golden Fleece was a Commonwealth stayed  
On churches and free schools of learning.

With a fond local pride the muse now recalls  
From our archives the bright scroll of honor,  
And choosing therefrom incribes on the walls  
*John Harvard*, the generous donor.

From seed sown in weakness we gather in strength,  
'Twas timely and prayerfully sown;  
First the blade, then the ear, now the full corn at length,  
We reap where the fathers have strown.

5. STATEMENT by GEORGE B. NEAL, ESQ., Chairman of Committee on City Property,  
on passing the Keys to the Mayor, Chairman ex-officio of the School  
Committee.
6. ADDRESS by his Honor MAYOR KENT, on receiving the Keys and passing them to  
the Chairman of the Harvard School Committee.
7. ADDRESS by GEO. H. MARDEN, ESQ., Chairman of the Harvard School Committee on  
receiving the Keys and passing them to the Principal of the School.
8. ADDRESS by W. E. EATON, ESQ., Principal of the School, on receiving the Keys.

## MUSIC

### 9. DEDICATION ODE.....By W. E. EATON.

#### DEDICATION ODE.

God of our fathers, all glorious and great!  
Founder of Empire and Savior of State!  
Bend from thy throne in the dark-rolling cloud;  
Fill with thy Presence this temple so proud;—  
Come in thy glory our efforts to bless.  
Twine with thy mercy each lintel above;  
Crown every archway with justice and love;—  
Come in thy grandeur this temple to bless.

Here into hearts that shall mould and bear sway,  
Fountain of Wisdom, the Truth and the Way,—  
Flow like the waves on the ocean's white breast;  
Pour through this temple a tide of unrest;—  
Come in thy wisdom its teachers to bless.  
Sweet as that smile by Gennessaret's sea,  
Shine on these hearts now so youthful and free;—  
Come in thy beauty its children to bless.

Angels that hover where danger is near,  
Come from your homes in the bright heavenly sphere;  
Quench the red flame that shall threaten with harm:  
Temper the whirlwind and ride on the storm;—  
Spread your white pinions to guard and protect.  
Blessing the years as they roll in and die,  
Long may these walls greet the blue-vaulted sky;—  
Ever, O Father, come, guard and protect.

### 10. SHORT ADDRESSES.....By the Superintendent and others.

## MUSIC.









